

SEND Information Report

Who has responsibility for children with SEND at Hanwell Fields Community School?

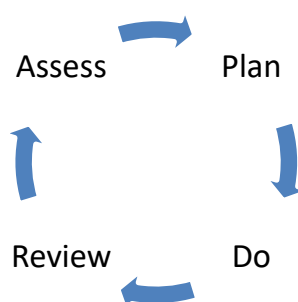
All staff are clear about their responsibilities with regard to children with special educational needs in the school.

- **Class teachers:** your child's class teacher is the first point of contact. They monitor the progress of each child in their class and liaise with the relevant staff about any additional support that may be needed.
- **Assistant Headteachers/Leaders:** are responsible for overseeing the progress of children in all subject areas and for supporting the class teacher to make the appropriate changes to provision or plan for additional support.
- **SENCO:** The SENCO works with school leaders and class teachers to help assess and plan for children's individual needs. She also liaises with outside agencies to ensure that the best possible outcomes are achieved for our children. The SENCO is Katy Wood.

Whole School Approach:

High quality first teaching, including adaptive teaching and additional interventions, are discussed at all progress meetings to ensure that we have a robust approach to the teaching of children with SEND. We regularly review and record what we offer every child in our care. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all of our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. Our class teachers are skilled at adapting and differentiating lessons to meet the range of needs in their class. Where children require different or additional support, this is delivered through small group or 1-1 sessions. This support is constantly reviewed and developed depending on the needs of the children.

SEND Needs:

Adults at Hanwell Fields continually assess and review children's progress and needs. There is a range of support available for children with SEND to access in order for them to reach their potential. Progress is tracked rigorously and pupils with SEND are discussed at Pupil Progress Meetings, ensuring the appropriate scaffolding/differentiation/adaptions and intervention are in place for them to succeed.

Where there are concerns around a child, the Inclusion Team will support teachers in identifying further need and putting a plan of support in place. Specific assessments may be used to develop a picture of children's needs (e.g. Sandwell Maths Assessment, QCA, Boxall Profile).

We recognise and make provision for children with a wide variety of needs, ensuring that they are included and able to play a full part in school life. When identifying need, the inclusion team will look at these four broad areas of need. Although some children may have one need, some will display a complex range of needs encompassing more than one of the following areas:

- **Communication and Interaction needs:** this includes children who have a speech, language and communication difficulties and autism spectrum conditions;
- **Cognition and learning needs:** this includes children who have learning difficulties or specific learning difficulties such as dyslexia;
- **Social, Emotional and Mental Health Needs:** this includes children with high level of anxiety, difficulties with emotional regulation;
- **Physical and or sensory needs:** this includes children who have visual or hearing needs, or a physical disability that affects their learning.

As of September 2024, we have 79 children on the SEND register and 8 children with Educational, Health and Care Plans.

We have internal processes for monitoring quality of provision and assessment of need. These include; Pupil Progress Meetings, Inclusion team meetings, opportunity for external professionals to observe children and provide strategies for pupils and teachers, line management meetings, teacher's observations, work scrutiny and learning walks.

Consulting with children, young people and their parents

Hanwell Fields works hard to listen to and respond effectively to the views, wishes and feelings of children and of their parents and carers. We will always seek to involve parents in decisions impacting their child and contact parents at the first opportunity where there are concerns about their child.

Involving parents and children in the dialogue is central to our approach and we do this by:

- Parents/carers speaking to class teachers at a mutually convenient time – either by telephone, face to face or via TEAMS

- Parents of SEND are invited to three meetings with their child's class teacher to create and update a Pupil Passport and Learning Plan
- The school SENCO is always available to meet with parents where requested
- Children with EHCP's will have an annual review, professionals supporting the child will also be invited to this meeting, targets will be set for the upcoming year
- Our Family Welfare & Safeguarding Co-ordinator is available to work with families and meetings can be arranged as requested

We pride ourselves on an open door policy, encouraging parents and carers to speak to us with any concerns as they arise. If you are ever unhappy with the support your child is receiving and feel that you need to make a complaint, please follow the complaints procedures. However, we hope that through discussion and collaborative working, as outlined above, we can work together to resolve any issues quickly.

Who is available to help children with SEND at Hanwell Fields?

We have a range of staff who are able to support your child in school, working as part of the Inclusion Team. These include:

- Katy Wood (SENCO)
- Carly Mitchel (Safeguarding and Welfare Officer)
- Mollie Woodley (Attendance Officer)
- Emily Thompson (Inclusion Lead)

All school staff are continually developing our skills and access Continuing Professional Development on identified areas throughout the year. Opportunities for staff to develop their skills and knowledge of how to effectively work and support children with additional needs are planned into the schools CPD calendar.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

As well as professionals in school, there are external agencies who work with children and staff in school to develop our understanding and provision for children with additional needs.

- SENSS Communication and Interaction Team
- Speech and Language Therapists
- Educational Psychologist
- SENSS Advisors
- Community Paediatricians
- School Nurse/Health Visitor

Support for Social and Emotional Development

We have a variety of ways in which we support children's social and emotional development. The whole school behaviour policy is built around Restorative Justice and Conscious Discipline – we believe that behaviour is communication and supporting children to feel safe and secure will lead to them to make positive choices. Zones of Regulation is used across the school and is a common language to support emotional regulation.

To support children in developing social skills and emotional regulation, as well as promoting wellbeing and positive mental health we offer counselling sessions with an external provider and run internal nurture interventions on a 1-1 and group basis.

EHCP's – Education, Health & Care Plans

There are a few children who require the support of an Education, Health and Care Plan due to their severe and complex needs. This plan outlines the support a child will need in order to be successful in accessing learning.

Usually an application for an EHCP is made by school. We encourage parents to be fully involved in this process and work with us to ensure that applications reflect needs presented both at home and school. Where appropriate we will also liaise with external agencies to support us in this process.

Parents/carers can apply for an EHCP needs assessment. SENDIASS can support families with this - <https://www.sendiass-oxfordshire.org.uk/>.

EHCP applications are submitted to Oxfordshire County Council who decide if an assessment of need is required to take place. Following this statutory assessment, they will decide if an EHCP will be issued. Further information about this process can be found on the local offer (<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>).

School Partnerships and Transitions

We work closely with secondary schools to ensure successful and well informed transition takes place. Our approach includes visits from secondary staff to the primary setting, children participating in a number of visits to the secondary school to take part in lessons and gain insight into the school layout and how it functions as well as meetings between the current teacher and the secondary school to share pertinent information. Once the children have moved to secondary school we will continue to liaise where appropriate to ensure the pupils' needs are fully understood and met.

We also support children on their transition between phases within the school. This can be through a transition meeting with school staff or through additional support such as photobooks to look at over the summer holidays.

Children new to Hanwell Fields Community School will be invited to visit before they start. We ask that parents/carers let the school know about any additional needs or support required before the child's start date.

If children transfer to another primary school, we will share information with their new setting and pass on any files and information we have in a timely manner.

The Curriculum

We work hard to ensure that all children, including those with SEND, have access to a broad and balanced curriculum. Where adaptations are made to the school day to support a child's needs these are discussed with parents and regularly reviewed to ensure that they are supporting in meeting set targets and outcomes.

We work hard to ensure that all children can access activities and trips. Where necessary, to ensure that children with additional needs are able to access these we will carefully risk assess, provide additional adults, make alternative access arrangements or use different equipment.

We encourage all children to take part in after school and enrichment activities and will adapt these sessions as appropriate to meet children's needs, enabling them to participate.